



Part of the
Enginuity Group

EPA Apprenticeship Guidance

End-point Assessment Apprenticeship Guidance for: **Level 3 Design and Draughtsperson**

Standard Reference: ST0164

End-point Assessment Plan: ST0164/AP01

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Document Amendments

Amendment Made	Issue Number	Effective From
New document	1	12.03.2021

About EAL

Since 1964, EAL (Excellence, Achievement and Learning) has been awarding superior vocational qualifications and apprenticeship components for engineering, building services and related sectors.

EAL has been at the heart of new apprenticeship standards development, supporting employer trailblazer development groups for key industry occupations since 2013, when the reforms began. With our long-standing tradition of being closer to industry and designing qualifications that reflect this close partnership, EAL is perfectly positioned to guide the employer development groups' work. Our expertise, knowledge and support ensure the new standards meet the needs of all employers, from SMEs to multinationals, and provide learners with the best possible start to their careers.

EAL is an end-point assessment organisation (EPAO) and is listed on the Register of End-Point Assessment Organisations (RoEPAO).

Equal Opportunities and Diversity

EAL expects all employers to enable you to have equal access to training and assessment for end-point assessment (EPA) in line with the Equality Act 2010 and protected characteristics. Further details can be found in the EAL Equal Opportunities and Diversity Policy:

<http://www.eal.org.uk/centre-support/centre-support/policies-and-important-documents>

Customer Service and Feedback

Customer service is a fundamental part of EAL's commitment to you. EAL aims to ensure that all customers receive a high-quality efficient service. We are always interested in feedback and if you have any comments or feedback on our qualifications, products or services, please contact the Customer Services Team:

EAL Customer Services

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Email: customercare@eal.org.uk

Document Purpose

To ensure a consistent approach when carrying out the workplace observation, project, presentation and professional discussion across all independent assessment panel members, assessment sites, apprentices and assessment decisions.

This document, and its contents, will be used to **guide** you on the outcome of the assessment decisions.

It supports the Assessment Recording Document, which has been developed to record the outcome of your workplace observation, project, presentation and professional discussion and your overall grade. The Apprentice Recording Document is an auditable record of your End Point Assessment (EPA) activity.

This document should be used in conjunction with EAL's End-point Assessment Policies and Procedures Handbook.

Overview

The EPA is designed to enable you to demonstrate that you are fully conversant in the **core technical knowledge**, **core skills** and **core behaviour** and relevant **technical discipline knowledge** expected of individuals working at this level. It is designed to provide assessors with a holistic view of you, and to allow them to assess to what extent you meet, or exceed, the level 3 design and draughtsperson apprenticeship standard. The EPA (including all assessment methods) typically takes place during 3 months before the expected end date of the apprenticeship. Any supporting material required for the EPA should be submitted at the Gateway.

The Apprenticeship Standard and End-point Assessment Plan defines when, what, who and how the EPA is assessed. All those participating and delivering this EPA, which includes you, assessors and employers, **must** refer to the following principle documents for the full details of the EPA requirements:

Level 3 Design and Draughtsperson

- Apprenticeship Standard – STO164 (approved for delivery 27th April 2016).
- End-point Assessment Plan.

Both of which are currently available here: <https://www.instituteforapprenticeships.org/apprenticeship-standards/engineering-design-and-draughtsperson/>

Whilst elements of the Apprenticeship Standard and End-point Assessment Plan have been reproduced within this document under the following licence: <http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/>, it is the responsibility of the assessors to ensure that you are being assessed against the correct version of the Apprenticeship Standard and End-point Assessment Plan.

End-point Assessment Gateway

The EPA period should **only start once your employer is satisfied** that you are consistently working at or above the level set out in the occupational standard, that is you are deemed to be occupationally competent. In making this decision, the employer may take advice from your training provider(s), but the **decision must ultimately be made solely by your employer.**

In addition to the employer's confirmation that you are working at or above the level in the occupational standard, the following gateway requirements **must** be met prior to you starting the EPA:

- You are deemed to be occupationally competent.
- You submitted a completed portfolio of evidence authenticated by employer.
 - A completed portfolio of evidence is a compulsory requirement of the EPA. It supports the EPA professional discussion assessment method.
 - The portfolio of evidence must be finalised before passing through the gateway. You must submit your portfolio of evidence to EAL as the EPAO at the Gateway.
 - The portfolio of evidence will comprise of naturally occurring evidence gathered during the on-programme period from your workplace, backed up by relevant company processes and procedures.
- You have achieved English and mathematics at level 2, as a minimum. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

Independent assessment will ensure that the **Gateway Checklist** document (**Appendix 2**) has been completed to confirm the above requirements have been met.

Assessment Methods

The end-point assessment is made up of three elements, which are equally weighted:

1. Knowledge test (25% weighting).
2. Practical test (35% weighting).
3. Structured interview (40% weighting).

The structured interview takes place after successful completion of the knowledge test and the practical test. This means that the interview can be used to question you on any specific areas that you may have failed to demonstrate through either the knowledge or practical test.

Assessment Method 1: Knowledge Test

Overview

You will take the knowledge test in a controlled environment where there is an independent assessor that acts as an invigilator. The knowledge test assesses your ability to apply your core knowledge and discipline specific knowledge and includes three sections:

Section 1 – 20 core **multiple-choice questions** of which the apprentice must choose one correct answer from a choice of four (1 mark per question = total 20 marks). The **maximum time** allowed is **30 minutes**. This will be marked by **EAL** as the EPAO.

Section 2 - 5 **short answer scenario questions**, which will test the apprentice's ability to **pick up errors** and **identify inaccuracies or discrepancies** in engineering drawings and specifications and propose solutions (Core Skill 5, which is not fully tested by the practical test). (2 marks per question - 1 mark for spotting error, 1 mark for correcting error = total 10 marks). The maximum **time allowed** is **30 minutes**. This will be invigilated by an EAL approved independent assessor. The apprentice's completed responses must be emailed to epaservices@eal.org.uk within **six hours** of completion, where they will be marked and moderated by EAL.

Section 3 - 10 **short answer scenario questions**, specific to the **relevant technical discipline**, outlining a work situation or plan (2 marks per question = 20 marks total). The maximum **time allowed** is **60 minutes**. This will be invigilated by an EAL approved independent assessor. The apprentice's completed responses must be emailed to epaservices@eal.org.uk within **six hours** of completion, where they will be marked and moderated by EAL.

The knowledge assessments must be conducted in a suitably controlled environment (i.e. quiet room free from distraction and influence, in the presence of an invigilator).

The knowledge test will be graded: Fail (less than 60%), Pass (60% and above), Merit (70% and above) and Distinction (85% and above).

The knowledge test is closed book but will be allowed the use of a calculator to conduct any calculations, if applicable.

The **multiple-choice questions** (Section 1) tests your ability to apply the following core technical knowledge that is detailed in the Apprentice Standard:

- K1 - Relevant national and industry health and safety, standards and legislation and those relevant to the specific disciplines, as appropriate.
- K2 - Company management systems, policies and procedures (the principles of, as appropriate) including:
 - K3 - Document management, version management and change control.
- K4 - Engineering codes and standards.
- K5 - Common engineering principles and the application of maths and science to engineering.
- K6 - Fundamentals of engineering drawing and design.
- K7 - The appropriate application of CAD software including 2D and 3D modelling.
- K8 - The impact of relevant factors that are important to the design e.g. the context in which work is being undertaken, the cost, materials, components, assemblies, ergonomics, aesthetics, the end use and purpose of the design.
- K9 - Manufacturing and/or construction methods as appropriate to the specific disciplines.
- K10 - Relevance and application of Building Information Modelling (BIM).

The 10 **short answer scenario questions** (Section 3) must include a work situation or plan that tests your knowledge on their **specific technical discipline**, as appropriate:

Discipline	Knowledge
Electrical	<ul style="list-style-type: none"> • EK1 - Electrical power generation & distribution including the principles of voltage transformation • EK2 - Lighting & small power systems design • EK3 - The principles of earthing & lightning protection • EK4 - Cable types, specification, and installation requirements
Control and Instrumentation	<ul style="list-style-type: none"> • CIK1 - Combinational and sequential logic and control systems • CIK2 - Process and Instrument Diagrams (P&ID) • CIK3 - Instrument principles and application • CIK4 - Digital and analogue devices and circuits and their application in measurement and control • CIK5 - Cable types, specification, and installation requirements
Mechanical	<ul style="list-style-type: none"> • MK1 - Mechanical principles, material selection and application • MK2 - Mechanical annotation including geometrical tolerances, limits and fits, surface finishes • MK3 - Mechanical handling • MK4 - Welding, fasteners and fabrications
Piping	<ul style="list-style-type: none"> • PK1 - Piping and flow control • PK2 - Service conditions such as flow rates, material characteristics, temperature and working pressures • PK3 - Isometrics • PK4 - Pipe supports, welding, fittings, valves and associated equipment • PK5 - Process and Instrument Diagrams (P&ID)
Structural	<ul style="list-style-type: none"> • STK1 - Structural principles and application • STK2 - General arrangements of structures showing multiple materials including: steel, concrete, masonry, timber • STK3- Construction processes, methods and details • STK4 - Detailed production drawings for steel and reinforced concrete

You **must** achieve a minimum of 60% as an overall score to successfully achieve this knowledge assessment.

The full details of the knowledge test requirements can be found in the end-point assessment plan for this standard here: <https://www.instituteforapprenticeships.org/apprenticeship-standards/engineering-design-and-draughtsperson/>

Assessment Method 2: Practical Test

Overview

The practical test takes place in an observed, controlled environment and tests your ability to define and detail a fit-for-purpose solution and so demonstrate:

- The **core skills** learnt
- The underpinning **technical knowledge for one of the different disciplines** (piping, structural, mechanical, electrical, control and instrumentation)
- **Safety awareness** and **attention to detail**.

It tests your ability to apply the following **core skills** that are detailed in the Apprentice Standard:

- S1 - Safety awareness (i.e. work safely at all times, complying with relevant national and industry health and safety requirements).
- S4 - Review and interpret technical information and requirements from different sources e.g. specifications, concepts, stakeholders.
- S5 - Identify inaccuracies or discrepancies in an engineering brief.
- S6 - Identify and assess factors that affect designs e.g. materials, application, location and environment.
- S7 - Design engineering concepts to solve engineering challenges.
- S8 - Develop effective solutions which satisfy the required standards and constructability principles.
- S9 - Evaluate engineering designs to determine the most effective solution.
- S10 - Produce detailed engineering drawings to relevant standards and codes, using paper and computer.
- S11 - Check completed drawings for quality and completeness - both their own or those of peers.
- S12 - Communicate engineering design options to relevant stakeholders, colleagues and clients using sketches, schemes, detailed drawings and reports.

The practical test will be graded:

- **Fail** - A fail in ANY of the core skills OR underpinning technical knowledge criteria.
- **Pass** – A minimum of a pass in ALL core skills criteria and the application of the ALL underpinning technical knowledge from ONE of the five disciplines must be demonstrated.
- **Merit** - The pass grade criteria MUST first be met. Also, a minimum of 21 marks must be achieved (70% and over).
- **Distinction** - The pass grade criteria MUST first be met. Also, a minimum of 26 marks must be achieved (85% and over).

How the practical test works

A week before the practical test, you will be given background information in the form of a fictitious project assignment. This allows some preparation time and selection of background information relating to relevant engineering codes and standards. You can bring notes into the test.

The practical test:

- **Is seen for the first time on the day** of the actual test.
- Must be based on real work scenarios.
- Offers a choice of questions that relate to the different technical disciplines – you will select the questions that relate to your technical specialities.
- Must test your ability to deal with a **small-scale change in the client's requirements** (e.g. a change in the voltage supply / an additional door i.e. a change that impacts on what has been done not a rework).

On the day of the test, you will receive a **brief**, a **set of drawings** and **additional information**. You then must:

- Identify a solution and develop it in detail.
- Produce sketches on paper and on CAD (i.e. 2D and 3D where appropriate).
- Identify omissions from the brief given.
- Provide evidence of safety awareness in their work.
- Demonstrate knowledge of factors that affect designs (e.g. types of materials).
- Demonstrate their written communication skills.

The **maximum time** allowed for the practical test is **3 hours**.

The full details of the practical test requirements can be found in the end-point assessment plan for this standard here: <https://www.instituteforapprenticeships.org/apprenticeship-standards/engineering-design-and-draughtsperson/>

Assessment Method 3: Structured Interview

Overview

The structured interview will take place **after** successful completion of the **knowledge test** and the **practical test**. The interview can be used to question you on any specific areas that you may have failed to demonstrate through either the knowledge or practical test, or didn't have opportunity to fully demonstrate, or areas the assessor/s feel were not adequately demonstrated, or missed opportunities where the assessor can probe further.

The panel must consist of **two panel members** as a **minimum**, both of whom are independent from you. The make-up of the panel must be as follows:

- One member **must** be an EAL Independent End-point Assessor who will also act as Chair and be the decision maker on final grading.
- Additional panel members can be **either** EAL End-point Independent Assessors **or** an employer representative who is not the apprentice's line manager.

The structured interview is designed to enable you to showcase how you combine your core skills, technical knowledge and core behaviours in order to carry out your occupational role effectively. You should expect to discuss evidence of work so the interview panel can ascertain your role in completing the work, what barriers they overcame, etc.

The structured interview should be rigorous and assess your readiness to:

- Work as an engineering design and draughtsperson.
- Submit for Professional Registration at EngTech level.

The structured interview typically lasts **an hour** (with a maximum time for extension of 15 minutes) and consists of:

- Professional discussion (see Annex 5 of the Apprenticeship Standard).
- Behavioural questions (see Annex 6 of the Apprenticeship Standard).

It tests your ability to apply the following core behaviours that are detailed in the Apprentice Standard:

- B1 - Comply with health and safety requirements and company policies and procedures at all times.
- B2 - Have a strong work ethic including attention to detail and commitment to completing the task in hand.
- B3 - Take personal responsibility for own work, set the right example for others and actively seek opportunities for quality improvement.
- B4 - Apply and uphold principles of ethics and sustainability.
- B5 - Commitment to advancing own learning and competence, showing a willingness to learn new skills and an openness to others' ideas and input.
- B6 - Use effective communication and interpersonal skills, showing sensitivity to others and working collaboratively.
- B7 - Accept and promote equality and diversity.

Plus the following core skills:

- S2 - Work in accordance with and knowledge of Company specific management systems, policies and procedures.
- S3 - Employ the appropriate use of computer-based technology.

Plus:

- Any areas of related sector specific knowledge.

The structured interview will be graded: Fail (less than 60%), Pass (60% and above), Merit (70% and above) and Distinction (85% and above).

How the structured interview should work

The aim of the interview is to assess that you exhibit the core behaviours and skills as detailed above. This is the main way in which evidence of your behaviour and attitude is measured, especially attitude towards safety and the application of company management systems. It is also used to provide the opportunity to probe any particular gaps in your skills and/or knowledge identified through the knowledge and practical tests.

In advance of the interview, you will receive information about how the structured interview will work and a template **evidence report**, which you will be asked to complete and submit to EAL a minimum of **14 days** in advance of the interview (Appendix 3 of document). In this **evidence report** it is expected that you will:

- **Identify and expand** on examples from your portfolio of evidence of application of the core skills, core technical knowledge and core behaviours (**typically 3-4 examples of each**) in the workplace.
- Include **additional evidence from the employer**, as appropriate.
- Include separate evidence from any **relevant training bodies** on your **behaviour**, as appropriate.

A copy of this evidence report is retained by the interview panel as evidence that you:

- Understand the required standards of workplace performance.
- Has reflected on your learning and can identify how your performance meets the standard.

The professional discussion is designed to allow you to present evidence of competence to demonstrate the skills, knowledge and understanding by discussing the evidence and showing how it relates to the requirements of the Standard (i.e. how it relates to carrying out their occupational role effectively). The discussion-based approach is important as it enables consideration of how you have performed, and also your analytical and decision-making abilities.

Evidence to support 'EngTech' Professional Registration

The Design and Draughtsperson Apprenticeship Standard has been designed to align with the requirements of the Engineering Council's Professional Standards, as detailed in the United Kingdom Specification of Professional Engineering Competence (UKSPEC) at Engineering Technician (EngTech) level. This has been confirmed by four Professional Engineering Institutions.

In the process of meeting the Apprenticeship Standard, you should generate sufficient evidence and demonstrate that you meet the professional standard.

The structured interview is an opportunity for you to draw together and to present your evidence as a cohesive whole, referencing to the five UKSPEC areas of competence as detailed in **Annex 5** of the Design and Draughtsperson Assessment Plan.

The full details of the professional discussion requirements can be found in the end-point assessment plan for this standard here: <https://www.instituteforapprenticeships.org/apprenticeship-standards/engineering-design-and-draughtsperson/>

Behaviours Assessment

You are expected to demonstrate the behaviors, as detailed within the assessment plan for the standard, throughout the end-point assessment. Furthermore, your portfolio will evidence the required behaviours of the apprenticeship. The expectation is that the end point assessor will utilise the structured interview to assess the behaviours detailed within the assessment plan here:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/engineering-design-and-draughtsperson/>

Grading for Each Assessment Method

Assessment method 1: knowledge test – 25% weighting

The knowledge test consists of 3 sections:

Section 1 – 20 core **multiple-choice questions** (1 mark per question = total 20 marks).

Section 2 - 5 **short answer scenario questions** (2 marks per question - 1 mark for spotting error, 1 mark for correcting error = total 10 marks).

Section 3 - 10 **short answer scenario questions**, specific to the **relevant technical discipline** (2 marks per question = 20 marks total).

The total mark for the knowledge test is **50 marks**, which equates to the following grades:

Fail	Pass	Merit	Distinction
0-59% (0 - 29 marks)	60-69% (30 - 34 marks)	70-84% (35 - 42 marks)	85%-100% (43 - 50 marks)

The **raw mark** is then translated into a **common points system**, with the number of points attached to each assessment set based on the **weighting** of each assessment method.

Assessment method 2: practical test – 35% weighting

A fail in **ANY** of the **core skills** OR **underpinning technical knowledge** criteria will lead to an overall **fail** grade for the practical test.

To achieve a pass grade for the practical test: ALL **core skills** criteria and the application of the ALL **underpinning technical knowledge** from ONE of the five disciplines must be demonstrated at a **minimum of pass**.

To achieve a merit for the practical test: The pass grade criteria **must** first be met. Also, a **minimum of 21 marks** must be achieved.

To achieve a distinction for the practical test: The pass grade criteria **must** first be met. Also, a **minimum of 26 marks** must be achieved.

Practical test grading criteria checklist – ALL the following core skills:

Criteria	Distinction (3 marks)	Merit (2 marks)	Pass (1 mark)	Fail (0 marks)	Mark
S1 - Safety awareness (i.e. work safely at all times, complying with relevant national and industry health and safety requirements).	Has incorporated preventative safety considerations in their design, which means the design is inherently safe in both construction and use.	Has incorporated safety considerations into the design.	Safety aware throughout the practical test. Worked safely at all times, complying with relevant national and industry health and safety requirements.	Independent Assessor had to intervene because there was non-compliance with relevant national and industry health and safety requirements.	
S4 - Review and interpret technical information and requirements from different sources (e.g. specifications, concepts, stakeholders).	Outstanding review and interpretation of technical information and requirements from all available sources.	Good review and interpretation of technical information and requirements from most available sources.	Adequate review and interpretation of technical information and requirements from limited sources.	Inadequate review and interpretation of technical information and requirements from limited sources. Therefore, was not able to complete the practical test to a satisfactory standard.	
S5 - Identify inaccuracies or discrepancies in an engineering brief.	Identification of all inaccuracies or discrepancies in an engineering brief.	Identification of most inaccuracies or discrepancies in an engineering brief.	Identification of some inaccuracies or discrepancies in an engineering brief.	Inadequate identification of inaccuracies or discrepancies in an engineering brief. Therefore, was not able to complete the practical test to a satisfactory standard.	
S6 - Identify and assess factors that affect designs (e.g. materials, application, location and environment).	Identification of all factors that affect designs and an outstanding assessment of these.	Identification of most factors that affect designs and a good assessment of these.	Identification of some factors that affect designs and an adequate assessment of these.	Inadequate identification and assessment of factors that affect designs. Therefore, was not able to complete the practical test to a satisfactory standard.	
S7 - Design engineering concepts to solve engineering challenges.	Outstanding design of engineering concepts resulting in being able to solve all engineering challenges.	Good design of engineering concepts resulting in being able to solve most engineering challenges.	Adequate design of engineering concepts resulting in being able to solve some engineering challenges.	Inadequate design of engineering concepts resulting in not being able to solve engineering challenges.	
S8 - Develop effective solutions which satisfy the required standards and	Outstanding development of effective solutions which satisfy all the required standards and	Good development of effective solutions which satisfy most of the required standards and	Adequate development of effective solutions which satisfy some of the required	Inadequate development of effective solutions which do not satisfy the required standards and	

constructability principles.	constructability principles.	constructability principles.	standards and constructability principles.	constructability principles.	
S9 - Evaluate engineering designs to determine the most effective solution.	Outstanding evaluation of engineering designs, which provides evidence of the strength and weaknesses of a range of solutions in determining the most effective solution.	Good evaluation of engineering designs, which considers a range of solutions in determining the most effective solution.	Adequate evaluation of engineering designs, which considers limited solutions in determining the most effective solution.	Inadequate evaluation of engineering designs, resulting in an ineffective solution.	
S10 - Produce detailed engineering drawings to relevant standards and codes, using paper and computer.	Produces outstanding detailed drawings, which clearly and accurately captures all geometric features and exceeds the requirements of relevant standards and codes.	Produces good detailed drawings, which accurately captures most geometric features and meets the requirements of relevant standards and codes.	Produces adequate detailed drawings, which conveys sufficient information and meets relevant standards and codes.	Produces inadequate drawings, which lacks detail and does not meet relevant standards and codes.	
S11 - Check completed drawings for quality and completeness - both their own OR those of peers.	Outstanding quality and completeness checks made on completed drawings that adhere to a defined set of procedures, resulting in error free drawings that exceed industry requirements.	Good quality and completeness checks made on completed drawings that adhere to a defined set of procedures, resulting in minimal errors in drawings that meet industry requirements.	Adequate quality and completeness checks made on completed drawings, resulting in satisfactory drawings that meet industry requirements.	Inadequate quality and completeness checks made on completed drawings, resulting in unsatisfactory drawings that do not meet industry requirements.	
S12 - Communicate engineering design options to relevant stakeholders, colleagues and clients using sketches, schemes, detailed drawings and reports.	Outstanding use of sketches, schemes, detailed drawings and reports, resulting in effective communication of comprehensive engineering design options to relevant stakeholders, colleagues and clients.	Good use of sketches, schemes, detailed drawings and reports, resulting in effective communication of a variety of engineering design options to relevant stakeholders, colleagues and clients.	Adequate use of sketches, schemes, detailed drawings and reports, resulting in satisfactory communication of limited engineering design options to relevant stakeholders, colleagues and clients.	Inadequate use of sketches, schemes, detailed drawings and reports, resulting in poor communication of engineering design options to relevant stakeholders, colleagues and clients.	
Total Mark					

PLUS the **application** of **ALL** of the underpinning technical knowledge from the **core technical knowledge (K1 – K10)** and **ONE** of the **five disciplines**.

Please note: The practical test of the skills will provide an opportunity to assess the **application** of both the **core technical knowledge** and **discipline specific technical knowledge** through the naturally occurring evidence from the task/s the apprentices will undertake. The Assessor should look for **application** of the knowledge from the evidence produced and, if there are gaps, then this can be addressed through the technical discussion. The Assessor recording/mapping document should enable the Assessor to indicate where the evidence of application of the knowledge is found, i.e., CAD drawing, written commentary etc.

Core technical knowledge

Criteria	Pass (the apprentice demonstrates an ability to apply an appropriate level of core underpinning knowledge for this criterion)	Fail (the apprentice is not able to apply an appropriate level of core underpinning knowledge for this criterion)
K1 - Relevant national and industry health and safety, standards and legislation and those relevant to the specific disciplines, as appropriate.		
K2 - Company management systems, policies and procedures (the principles of, as appropriate).		
K3 - Document management, version management and change control.		
K4 - Engineering codes and standards.		
K5 - Common engineering principles and the application of maths and science to engineering.		
K6 - Fundamentals of engineering drawing and design.		
K7 - The appropriate application of CAD software including 2D and 3D modelling.		
K8 - The impact of relevant factors that are important to the design e.g. the context in which work is being undertaken, the cost, materials, components, assemblies, ergonomics, aesthetics, the end use and purpose of the design.		
K9 - Manufacturing and/or construction methods as appropriate to the specific disciplines.		
K10 - Relevance and application of Building Information Modelling (BIM).		

Electrical

Criteria	Pass (the apprentice demonstrates an ability to apply an appropriate level of discipline specific underpinning knowledge for this criterion)	Fail (the apprentice is not able to apply an appropriate level of discipline specific underpinning knowledge for this criterion)
EK1 - Electrical power generation & distribution including the principles of voltage transformation		
EK2 - Lighting & small power systems design		
EK3 - The principles of earthing & lightning protection		
EK4 - Cable types, specification, and installation requirements		

Control and Instrumentation

Criteria	Pass (the apprentice demonstrates an ability to apply an appropriate level of discipline specific underpinning knowledge for this criterion)	Fail (the apprentice is not able to apply an appropriate level of discipline specific underpinning knowledge for this criterion)
CIK1 - Combinational and sequential logic and control systems		
CIK2 - Process and Instrument Diagrams (P&ID)		
CIK3 - Instrument principles and application		
CIK4 - Digital and analogue devices and circuits and their application in measurement and control		
CIK5 - Cable types, specification, and installation requirements		

Mechanical

Criteria	Pass (the apprentice demonstrates an ability to apply an appropriate level of discipline specific underpinning knowledge for this criterion)	Fail (the apprentice is not able to apply an appropriate level of discipline specific underpinning knowledge for this criterion)
MK1 - Mechanical principles, material selection and application		
MK2 - Mechanical annotation including geometrical tolerances, limits and fits, surface finishes		
MK3 - Mechanical handling		
MK4 - Welding, fasteners and fabrications		

Piping

Criteria	Pass (the apprentice demonstrates an ability to apply an appropriate level of discipline specific underpinning knowledge for this criterion)	Fail (the apprentice is not able to apply an appropriate level of discipline specific underpinning knowledge for this criterion)
PK1 - Piping and flow control		
PK2 - Service conditions such as flow rates, material characteristics, temperature and working pressures		
PK3 – Isometrics		
PK4 - Pipe supports, welding, fittings, valves and associated equipment		
PK5 - Process and Instrument Diagrams (P&ID)		

Structural

Criteria	Pass (the apprentice demonstrates an ability to apply an appropriate level of discipline specific underpinning knowledge for this criterion)	Fail (the apprentice is not able to apply an appropriate level of discipline specific underpinning knowledge for this criterion)
STK1 - Structural principles and application		
STK2 - General arrangements of structures showing multiple materials including: steel, concrete, masonry, timber		
STK3- Construction processes, methods and details		
STK4 - Detailed production drawings for steel and reinforced concrete		

To calculate a percentage score for overall grading and weighting purposes, use the table below:

Fail	Pass	Merit	Distinction
A fail in ANY of the core skills OR ANY underpinning technical knowledge criteria	ALL core skills criteria and the application of the ALL underpinning technical knowledge criteria must be demonstrated at a minimum of pass .	The pass grade criteria must first be met. THEN 70-84% (21 - 25 marks)	The pass grade criteria must first be met. THEN 85%-100% (26 - 30 marks)

The **raw mark** is then translated into a **common points system**, with the number of points attached to each assessment set based on the **weighting** of each assessment method.

Assessment method 3: structured interview – 40% weighting

A **FAIL** in **ANY** of the **core behaviours OR core skills criteria** will lead to an overall **fail grade** for the structured interview.

To achieve a **pass grade** for the structured interview: ALL **core behaviour** criteria **AND** **core skills criteria** must be demonstrated at a **minimum of PASS**.

To achieve a **MERIT** for the structured interview: The pass grade criteria **must** first be met. Also, a **minimum of 19 marks** must be achieved.

To achieve a **DISTINCTION** for the structured interview: The pass grade criteria **must** first be met. Also, a **minimum of 23 marks** must be achieved.

Structured interview grading criteria checklist – ALL the following **core behaviours** and **core skills** (identified and expanded on in the apprentice's evidence report):

Criteria	Distinction (3 marks)	Merit (2 marks)	Pass (1 mark)	Fail (0 marks)	Mark
B1 - Comply with health and safety requirements and company policies and procedures at all times.	Outstanding understanding of health and safety policy/requirement and can provide examples of how they have had a positive influence on others in the way that others go about their work .	Good understanding of health and safety policy/requirement and can provide examples of how complying with company policies and procedures have influenced how they go about their work .	Satisfactory understanding of health and safety policy/requirement with limited understanding of the importance of complying with company policies and procedures at all times.	Unsatisfactory understanding of the requirements for health and safety and the importance of complying with company policies and procedures.	
B2 - Have a strong work ethic including attention to detail and commitment to completing the task in hand.	Outstanding and strong work ethic resulting in a high quality of work and a high level of enthusiasm and commitment to completing the task in hand , which has impact on others.	Good work ethic resulting in a high quality of work and a commitment to completing the task in hand .	Satisfactory work ethic resulting in an acceptable quality of work and a commitment to completing the task in hand .	Inadequate work ethic resulting in a lack of attention to detail and lack of commitment to completing the task in hand .	
B3 - Take personal responsibility for own work, set the right example for others and actively seek opportunities for quality improvement.	Takes pride in taking personal responsibility for own work. Takes a leading role in setting the right example for others and offers direction and guidance . Takes a leading role in actively seeking opportunities for quality improvement.	Takes personal responsibility for own work. Sets the right example for others. Actively seeks opportunities for quality improvement.	Takes personal responsibility for own work. Sets the right example for others. Limited evidence of seeking opportunities for quality improvement.	Does not take personal responsibility for own work. Sets a bad example for others. Does not actively seek opportunities for quality improvement.	
B4 - Apply and uphold principles of ethics and sustainability.	Evidence of the application and upholding of 4 or more ethical principles (such as: honesty and integrity; respect for life, law, the environment and public good; accuracy and rigour and leadership and communication).	Evidence of the application and upholding of 3 ethical principles (such as: honesty and integrity; respect for life, law, the environment and public good; accuracy and rigour	Evidence of the application and upholding of 1 or 2 ethical principles (such as: honesty and integrity; respect for life, law, the environment and public good; accuracy and rigour	Does not apply and uphold principles of ethics and sustainability. No evidence of the application and upholding of principles of	

	Evidence of the application and upholding of more than 4 sustainability principles (such as: contribute to building a sustainable society, present and future; apply professional and responsible judgement and take a leadership role; do more than just comply with legislation and codes; use resources efficiently and effectively; seek multiple views to solve sustainability challenges; manage risk to minimise adverse impact to people or the environment).	and leadership and communication). Evidence of the application and upholding of 3 or 4 sustainability principles (such as: contribute to building a sustainable society, present and future; apply professional and responsible judgement and take a leadership role; do more than just comply with legislation and codes; use resources efficiently and effectively; seek multiple views to solve sustainability challenges; manage risk to minimise adverse impact to people or the environment).	and leadership and communication). Evidence of the application and upholding of 1 or 2 sustainability principles (such as: contribute to building a sustainable society, present and future; apply professional and responsible judgement and take a leadership role; do more than just comply with legislation and codes; use resources efficiently and effectively; seek multiple views to solve sustainability challenges; manage risk to minimise adverse impact to people or the environment).	ethics and sustainability.	
B5 - Commitment to advancing own learning and competence, showing a willingness to learn new skills and an openness to others' ideas and input.	Evidence of actively sourcing opportunities or training courses to further enhance own learning and competence. Open to others' ideas and input and able to effectively embed these into practice.	Evidence of a commitment to a variety of opportunities or training courses to further enhance own learning and competence. Open to others' ideas and input with limited evidence of being able to embed these into practice.	Evidence of a commitment to a limited number of opportunities or training courses to further enhance own learning and competence. Evidence of openness to others' ideas and input.	Not committed to advancing own learning, competence, and new skills. Not open to others' ideas and input.	
B6 - Use effective communication and interpersonal skills, showing sensitivity to others and working collaboratively.	Outstanding communication and interpersonal skills. Evidence of outstanding verbal and <i>non-verbal</i> communication and listening skills , which is also evidenced throughout structured interview. Strong evidence of flexibility and being able to understand and manage own and others' emotions when working as a team.	Good communication and interpersonal skills. Evidence of good verbal and non-verbal communication and listening skills , which is also evidenced throughout structured interview. Evidence of flexibility and sensitivity when working as a team.	Satisfactory communication and interpersonal skills. Evidence of satisfactory verbal and non-verbal communication and listening skills , which is also evidenced throughout structured interview. Evidence of sensitivity when working as a team.	Ineffective communication and interpersonal skills. Evidence of unsatisfactory verbal and non-verbal communication and listening skills , which is also evidenced throughout structured interview.	

B7 - Accept and promote equality and diversity.	<p>Evidence of an outstanding understanding of equality and diversity and their individual characteristics and differences (protected or otherwise).</p> <p>Actively promotes equality and diversity and can provide more than 1 piece of evidence of good practice in the workplace and organisation.</p>	<p>Evidence of a good understanding of equality and diversity and their individual characteristics and differences (protected or otherwise).</p> <p>Understands the reasons why the promotion of equality and diversity is important and can provide 1 piece of evidence of good practice in the workplace and organisation.</p>	<p>Evidence of a satisfactory understanding of equality and diversity and their individual characteristics and differences (protected or otherwise).</p> <p>Understands the reasons why the promotion of equality and diversity is important but cannot provide evidence of the application of this.</p>	<p>Does not accept and promote equality and diversity.</p> <p>Evidence of an unsatisfactory understanding of equality and diversity and their individual characteristics and differences (protected or otherwise).</p>	
S2 - Work in accordance with and knowledge of Company specific management systems, policies and procedures.	<p>Evidence of an outstanding knowledge of Company specific management systems, policies and procedure, resulting in a full integration of these in their working practice.</p>	<p>Evidence of a good knowledge of Company specific management systems, policies and procedures, resulting in a variety of evidence of integration of these in their working practice.</p>	<p>Evidence of a satisfactory knowledge of Company specific management systems, policies and procedures, resulting in limited evidence of integration of these in their working practice.</p>	<p>Does not work in accordance with and inadequate knowledge of Company specific management systems, policies and procedures.</p>	
S3 - Employ the appropriate use of computer-based technology.	<p>Evidence of outstanding use of an extensive range of appropriate computer-based technology.</p>	<p>Evidence of good use of a variety of appropriate computer-based technology.</p>	<p>Evidence of satisfactory use of limited appropriate computer-based technology.</p>	<p>Inadequate use of appropriate computer-based technology.</p>	
Total Mark					

To calculate a percentage score for overall grading and weighting purposes, use the table below:

Fail	Pass	Merit	Distinction
A fail in ANY of the core behaviours OR ANY core skills criteria	ALL core behaviours AND core skills criteria must be demonstrated at a minimum of pass.	<p>The pass grade criteria must first be met.</p> <p>THEN</p> <p>70-84% (19 – 22 marks)</p>	<p>The pass grade criteria must first be met.</p> <p>THEN</p> <p>85%-100% (23 – 27 marks)</p>

The **raw mark** is then translated into a **common points system**, with the number of points attached to each assessment set based on the **weighting** of each assessment method.

Overall grading

The final decision on the grade awarded to you is made by the Chair of the panel at the structured interview. This will be based on the outcomes from the: knowledge test, practical test and structured interview.

Performance in each component of the EPA will be separately graded and will determine the apprenticeship grade of pass, merit, distinction or fail. If you have not evidenced the required knowledge, skills and behaviours outlined in the Design and Draughtsperson Apprenticeship Standard, then the standard has not been met and you have failed. **All** EPA assessment methods **must be passed** for the EPA to be passed overall.

Independent assessors must individually grade each assessment method according to the requirements set out in the end-point assessment plan for this standard. Restrictions on grading apply where you re-sit/re-take an assessment method – see re-sit/re-take section below.

The weighting of each assessment method is indicated below:

1. Knowledge test (25% weighting).
2. Practical test (35% weighting).
3. Structured interview (40% weighting).

On completion of the structured interview the Chair (from EAL as the Independent Assessment Organisation) together with panel members will award a fail, pass, merit or distinction to you using all the information gained in the final three part End-point assessment. In cases where a decision is borderline, or panel members have conflicting views regarding the standards being met, the Chair (from EAL) will make the final decision.

The full details of the grading requirements, including: the area of the standard to be tested, the grade descriptors and the grading combinations table can be found in the end-point assessment plan for this standard here: <https://www.instituteforapprenticeships.org/apprenticeship-standards/engineering-design-and-draughtsperson/>

Re-sits and Re-takes

If you fail one or more assessment method, you will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.



You should have a supportive action plan to prepare for the re-sit or a re-take. Your employer will need to agree that a re-sit or re-take is an appropriate course of action.

If you fail any of the assessment methods, and therefore the EPA, in the first instance, you will be required to re-sit/re-take those failed assessment methods.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless, in the opinion of EAL as the EPAO, exceptional circumstances apply outside the control of you or your employer.

Re-sits and re-takes **are not** offered to you if you want to move from pass to merit/distinction or merit distinction. Where any assessment method has to be re-sat or re-taken, you will be awarded a **maximum** EPA grade of **Pass**, unless EAL as the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Appendix 1: Portfolio Matrix Recording Sheet

I confirm the information and evidence contained within this portfolio is my own work, relates to my performance and it is current and sufficient against the knowledge, skills and behaviours contained in the L3 Design and Draughtsperson Apprenticeship Standard.	
I can confirm that I authorise EAL as the EPAO to make the application for my apprenticeship certificate following successful outcome of End-Point Assessment.	
Apprentice Name:	Click or tap here to enter text.
Apprentice Signature:	
Date:	Click or tap to enter a date.
Employer Details:	
I confirm that the information and evidence contained in this portfolio is the work of the apprentice, named above <input type="checkbox"/> (tick)	
Employer Name:	Click or tap here to enter text.
Employer Job Title:	Click or tap here to enter text.
Relationship to Apprentice:	Click or tap here to enter text.
Employer Signature:	
Date:	Click or tap to enter a date.

Before completing the matrix below, please ensure you have read and understood the requirements for a portfolio of evidence which have been outlined within the EPA Apprentice Guidance document.

<https://www.instituteforapprenticeships.org/apprenticeship-standards/engineering-design-and-draughtsperson/>

Completed (✓)	Evidence Reference	KSB Code	Knowledge, Skill and Behaviour Statements	Assessment Method
<input type="checkbox"/>	Click or tap here to enter text.	K1	Relevant national and industry health and safety, standards and legislation and those relevant to the specific disciplines, as appropriate.	1
<input type="checkbox"/>	Click or tap here to enter text.	K2	Company management systems, policies and procedures (the principles of, as appropriate).	1
<input type="checkbox"/>	Click or tap here to enter text.	K3	Document management, version management and change control.	1
<input type="checkbox"/>	Click or tap here to enter text.	K4	Engineering codes and standards.	1
<input type="checkbox"/>	Click or tap here to enter text.	K5	Common engineering principles and the application of maths and science to engineering.	1
<input type="checkbox"/>	Click or tap here to enter text.	K6	Fundamentals of engineering drawing and design.	1
<input type="checkbox"/>	Click or tap here to enter text.	K7	The appropriate application of CAD software including 2D and 3D modelling.	1
<input type="checkbox"/>	Click or tap here to enter text.	K8	The impact of relevant factors that are important to the design e.g. the context in which work is being undertaken, the cost, materials, components, assemblies, ergonomics, aesthetics, the end use and purpose of the design.	1
<input type="checkbox"/>	Click or tap here to enter text.	K9	Manufacturing and/or construction methods as appropriate to the specific disciplines.	1
<input type="checkbox"/>	Click or tap here to enter text.	K10	Relevance and application of Building Information Modelling (BIM).	1
<input type="checkbox"/>	Click or tap here to enter text.	S1	Safety awareness (i.e. work safely at all times, complying with relevant national and industry health and safety requirements).	2
<input type="checkbox"/>	Click or tap here to enter text.	S2	Work in accordance with company management systems, policies and procedures.	3
<input type="checkbox"/>	Click or tap here to enter text.	S3	Employ appropriate use of computer-based technology.	3
<input type="checkbox"/>	Click or tap here to enter text.	S4	Review and interpret technical information and requirements from different sources e.g. specifications, concepts, stakeholders.	2
<input type="checkbox"/>	Click or tap here to enter text.	S5	Identify inaccuracies or discrepancies in an engineering brief.	2
<input type="checkbox"/>	Click or tap here to enter text.	S6	Identify and assess factors that affect designs e.g. materials, application, location and environment.	2
<input type="checkbox"/>	Click or tap here to enter text.	S7	Design engineering concepts to solve engineering challenges.	2

<input type="checkbox"/>	Click or tap here to enter text.	S8	Develop effective solutions which satisfy the required standards and constructability principles.	2
<input type="checkbox"/>	Click or tap here to enter text.	S9	Evaluate engineering designs to determine the most effective solution.	2
<input type="checkbox"/>	Click or tap here to enter text.	S10	Produce detailed engineering drawings to relevant standards and codes, using paper and computer.	2
<input type="checkbox"/>	Click or tap here to enter text.	S11	Check completed drawings for quality and completeness - both their own or those of peers.	2
<input type="checkbox"/>	Click or tap here to enter text.	S12	Communicate engineering design options to relevant stakeholders, colleagues and clients using sketches, schemes, detailed drawings and reports.	2
<input type="checkbox"/>	Click or tap here to enter text.	B1	Comply with health and safety requirements and company policies and procedures at all times.	3
<input type="checkbox"/>	Click or tap here to enter text.	B2	Have a strong work ethic including attention to detail and commitment to completing the task in hand.	3
<input type="checkbox"/>	Click or tap here to enter text.	B3	Take personal responsibility for own work, set the right example for others and actively seek opportunities for quality improvement.	3
<input type="checkbox"/>	Click or tap here to enter text.	B4	Apply and uphold principles of ethics and sustainability.	3
<input type="checkbox"/>	Click or tap here to enter text.	B5	Commitment to advancing own learning and competence, showing a willingness to learn new skills and an openness to others' ideas and input.	3
<input type="checkbox"/>	Click or tap here to enter text.	B6	Use effective communication and interpersonal skills, showing sensitivity to others and working collaboratively.	3
<input type="checkbox"/>	Click or tap here to enter text.	B7	Accept and promote equality and diversity.	3

You will additionally need to acquire and apply the following technical knowledge from a minimum of ONE of these five disciplines:

Electrical:

Completed (✓)	Evidence Reference	KSB Code	Knowledge, Skill and Behaviour Statements	Assessment Method
<input type="checkbox"/>	Click or tap here to enter text.	EK1	Electrical power generation & distribution including the principles of voltage transformation.	1
<input type="checkbox"/>	Click or tap here to enter text.	EK2	Lighting & small power systems design.	1
<input type="checkbox"/>	Click or tap here to enter text.	EK3	The principles of earthing & lightning protection.	1
<input type="checkbox"/>	Click or tap here to enter text.	EK4	Cable types, specification, and installation requirements.	1

Control and Instrumentation:

Completed (✓)	Evidence Reference	KSB Code	Knowledge, Skill and Behaviour Statements	Assessment Method
<input type="checkbox"/>	Click or tap here to enter text.	CIK1	Combinational and sequential logic and control systems.	1
<input type="checkbox"/>	Click or tap here to enter text.	CIK2	Process and Instrument Diagrams (P&ID).	1
<input type="checkbox"/>	Click or tap here to enter text.	CIK3	Instrument principles and application.	1
<input type="checkbox"/>	Click or tap here to enter text.	CIK4	Digital and analogue devices and circuits and their application in measurement and control.	1
<input type="checkbox"/>	Click or tap here to enter text.	CIK5	Cable types, specification, and installation requirements.	1

Mechanical:

Completed (✓)	Evidence Reference	KSB Code	Knowledge, Skill and Behaviour Statements	Assessment Method
<input type="checkbox"/>	Click or tap here to enter text.	MK1	Mechanical principles, material selection and application.	1
<input type="checkbox"/>	Click or tap here to enter text.	MK2	Mechanical annotation including geometrical tolerances, limits and fits, surface finishes.	1
<input type="checkbox"/>	Click or tap here to enter text.	MK3	Mechanical handling.	1
<input type="checkbox"/>	Click or tap here to enter text.	MK4	Welding, fasteners and fabrications.	1

Piping:

Completed (✓)	Evidence Reference	KSB Code	Knowledge, Skill and Behaviour Statements	Assessment Method
<input type="checkbox"/>	Click or tap here to enter text.	PK1	Piping and flow control.	1
<input type="checkbox"/>	Click or tap here to enter text.	PK2	PK2 - Service conditions such as flow rates, material characteristics, temperature and working pressures.	1
<input type="checkbox"/>	Click or tap here to enter text.	PK3	PK3 – Isometrics.	1
<input type="checkbox"/>	Click or tap here to enter text.	PK4	PK4 - Pipe supports, welding, fittings, valves and associated equipment.	1
<input type="checkbox"/>	Click or tap here to enter text.	PK5	PK5 - Process and Instrument Diagrams (P&ID).	1

Structural:

Completed (✓)	Evidence Reference	KSB Code	Knowledge, Skill and Behaviour Statements	Assessment Method
<input type="checkbox"/>	Click or tap here to enter text.	STK1	Structural principles and application.	1
<input type="checkbox"/>	Click or tap here to enter text.	STK2	STK2 - General arrangements of structures showing multiple materials including: steel, concrete, masonry, timber.	1
<input type="checkbox"/>	Click or tap here to enter text.	STK3	STK3- Construction processes, methods and details.	1
<input type="checkbox"/>	Click or tap here to enter text.	STK4	STK4 - Detailed production drawings for steel and reinforced concrete.	1

Appendix 2: Gateway Checklist

The EPA must only start once the **employer is satisfied** that you are consistently working at, or above, the level set out in the occupational standard; that means you have achieved occupational competence. In making this decision, the employer may take advice from your training provider(s) but the decision must ultimately be made solely by the employer.

In addition to the **employer's confirmation** that you are working at or above the level in the occupational standard, the following gateway requirements must be met prior to you starting the EPA:

The apprentice has:	Evidence reference	Employer/provider confirmation (✓)	EPAO confirmation (✓)
Deemed to be occupationally competent.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Agreed project assignment for practical test (Assessment Method 2) with employer and with EAL as the EPAO, which is relevant to the apprentice's workplace.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
A week before the practical test, the apprentice is given background information in the form of a fictitious project assignment.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
¹Achieved a minimum level 2 English	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
¹Achieved a minimum level 2 Maths	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
²Completed a portfolio of evidence authenticated by employer.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
³Submitted an Evidence Report to EAL two weeks in advance of the EPA interview.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>

¹For those with an education, health and care plan or a legacy statement, the apprenticeships English and mathematics minimum requirement is Entry Level 3. British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.

²Sufficient evidence in the form of a reflective portfolio authenticated by employer to allow the apprentice to consistently demonstrate knowledge, skills and behaviours as described in the standard. The Employer will be required to confirm that the reflective portfolio provides an accurate representation of work carried out by the apprentice and has not been embellished. Each **knowledge, skills and behaviour** (KSB) statements must be evidenced (evidence can be provided through a range of sources, for example work reviews, department feedback) and mapped to the relevant KSBs. Each piece of evidence will cover multiple KSBs.

³You can utilise your own template as long as it captures the information on the next page.

The evidence report will:

- **Identify** and **expand** on examples from your portfolio of evidence of application of the core skills, core technical knowledge and core behaviours (**typically 3-4 examples of each**) in the workplace.
- Include **additional evidence from the employer**, as appropriate.
- Include separate evidence from any **relevant training bodies** on the apprentice's **behaviour**, as appropriate.

The **Evidence Report** template is in **Appendix 3** of this document.

Please refer to the assessment plan for this standard for full details:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/engineering-design-and-draughtsperson/>

Employer declaration

I confirm that the evidence presented is authentic and is an output from the apprentice's own work activity and I am satisfied that they have met all gateway requirements.

Employer signature:



Date: Click or tap to enter a date.



Appendix 3: Evidence Report Template

Portfolio of Evidence – Example 1	Application of KSBs
Click or tap here to enter text.	Click or tap here to enter text.

Continue on a sperate sheet, if required.



Portfolio of Evidence – Example 2	Application of KSBs
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Continue on a sperate sheet, if required

Portfolio of Evidence – Example 3	Application of KSBs
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Continue on a sperate sheet, if required

Portfolio of Evidence – Example 4	Application of KSBs
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Continue on a sperate sheet, if required



Additional Evidence from Employer (as appropriate)

Click or tap here to enter text.

Employer signature:



Date: Click or tap to enter a date.

Evidence from Training Bodies on Apprentice's Behaviour (as appropriate)

Click or tap here to enter text.

Training body signature:



Date: Click or tap to enter a date.



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L3 Design and Draughtsperson-ST0164-EPA-AG-Issue 1